

BARON DEKALB ELEMENTARY

2684 Baron DeKalb Rd
Camden, South Carolina 29020

GRADES PK-5 Elementary School

ENROLLMENT 157 Students

PRINCIPAL Debra Edwards 803-432-2483

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	22	56	6	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 8 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

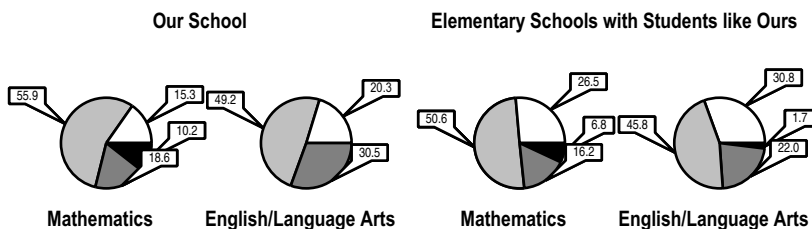
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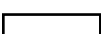
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	11	0	17
Percent satisfied with learning environment	100.0%	N/R	93.8%
Percent satisfied with social and physical environment	100.0%	N/R	75.0%
Percent satisfied with home-school relations	100.0%	N/R	87.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	65	100.0	20.3	49.2	30.5	N/A	30.5	17.6
Gender								
Male	31	100.0	25.9	51.9	22.2	N/A	22.2	17.6
Female	34	100.0	15.6	46.9	37.5	N/A	37.5	17.6
Racial/Ethnic Group								
White	29	100.0	8.0	56.0	36.0	N/A	36.0	17.6
African-American	36	100.0	29.4	44.1	26.5	N/A	26.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	57	100.0	17.3	50.0	32.7	N/A	32.7	17.6
Disabled	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	65	100.0	20.3	49.2	30.5	N/A	30.5	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	65	100.0	20.3	49.2	30.5	N/A	30.5	17.6
Socio-Economic Status								
Subsidized meals	48	100.0	23.8	47.6	28.6	N/A	28.6	17.6
Full-pay meals	17	100.0	11.8	52.9	35.3	N/A	35.3	17.6

Mathematics								
All students	65	100.0	15.3	55.9	18.6	10.2	28.8	15.5
Gender								
Male	31	100.0	11.1	48.1	29.6	11.1	40.7	15.5
Female	34	100.0	18.8	62.5	9.4	9.4	18.8	15.5
Racial/Ethnic Group								
White	29	100.0	8.0	40.0	32.0	20.0	52.0	15.5
African-American	36	100.0	20.6	67.6	8.8	2.9	11.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	57	100.0	11.5	57.7	19.2	11.5	30.8	15.5
Disabled	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	65	100.0	15.3	55.9	18.6	10.2	28.8	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	65	100.0	15.3	55.9	18.6	10.2	28.8	15.5
Socio-Economic Status								
Subsidized meals	48	100.0	16.7	57.1	19.0	7.1	26.2	15.5
Full-pay meals	17	100.0	11.8	52.9	17.6	17.6	35.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	21	N/A	14.3	33.3	47.6	4.8	52.4
	Grade 4	14	N/A	7.1	85.7	7.1	N/A	7.1
	Grade 5	31	N/A	16.7	60.0	23.3	N/A	23.3
	Grade 6	19	N/A	21.1	31.6	47.4	N/A	47.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	20	100.0	5.6	38.9	55.6	N/A	55.6
	Grade 4	25	100.0	28.6	52.4	19.0	N/A	19.0
	Grade 5	20	100.0	25.0	55.0	20.0	N/A	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	21	N/A	42.9	47.6	4.8	4.8	9.5
	Grade 4	14	N/A	14.3	50.0	21.4	14.3	35.7
	Grade 5	31	N/A	16.7	46.7	23.3	13.3	36.7
	Grade 6	19	N/A	26.3	42.1	21.1	10.5	31.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	20	100.0	5.6	55.6	33.3	5.6	38.9
	Grade 4	25	100.0	28.6	47.6	14.3	9.5	23.8
	Grade 5	20	100.0	10.0	65.0	10.0	15.0	25.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 157)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.7%	Down from 4.7%	2.7%	2.4%
Attendance rate	94.8%	Down from 96.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.8%	Down from 15.6%	10.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	1.7%	Down from 5.3%	8.9%	8.0%
Older than usual for grade	1.3%	Up from 1.2%	1.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 11)				
Teachers with advanced degrees	27.3%	Up from 23.1%	43.5%	50.0%
Continuing contract teachers	90.9%	Down from 92.3%	84.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	70.7%	Up from 66.9%	86.0%	86.2%
Teacher attendance rate	95.9%	Up from 95.4%	95.0%	95.3%
Average teacher salary	\$39,043	Up 7.9%	\$39,348	\$39,909
Prof. development days/teacher	12.3 days	Up from 8.9 days	12.0 days	11.4 days

School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio	19.6 to 1	Up from 12.6 to 1	18.7 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 90.5%	89.6%	89.7%
Dollars spent per pupil*	\$7,400	Up 21.2%	\$6,042	\$5,892
Percent spent on teacher salaries*	57.2%	Down from 58.9%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The success of the academic program at Baron DeKalb Elementary is reflected in the significant gains in achievement that students have made over the last few years. Student test scores in grades 2, 4, and 5 were awesome in 2002, and we continue to remain in the Top 10 in the state in several areas. We are also proud of Carla Lowder who received National Board Certification this year. Several other teachers are working towards this goal. Student Council was involved in several community projects, and our students received a United Way trophy for community involvement.

Student learning was enhanced in many ways during the 2002-2003 school year. The school day was extended to include more instructional time for all students. First Steps funding allowed Baron DeKalb to offer a full day program for our four-year-old children. All students began each day with stimulating and engaging "Think Tank" activities. An after-school tutorial was provided twice weekly for students in grades 3, 4, and 5 needing extra support. Students were afforded opportunities to make real world connections to their learning on many field trips to various places around the state, including the State Museum and Charleston Aquarium.

Teachers worked diligently to refine their instructional skills and focus on teaching the South Carolina Curriculum Standards. They met weekly with an elementary or primary group for Standards in Practice discussions for the purpose of analyzing how well their lessons correlated to the Standards. Teachers also worked with a district coordinator on implementing the standards across the curriculum and preparing students for PACT.

In its third year as an Exemplary Writing School, Baron DeKalb continued its emphasis on school wide writing assignments and weekly writing projects. Teachers used STAR reader to help them assess student reading levels and continued to focus on four block reading strategies. Incentives such as the Eagle Eye Reader Store, the Principal's Reading Challenge, and Accelerated Reader encouraged students' love of reading. Accelerated Math and Kidspiration will be implemented for the 2003-2004 school year, and a continuing goal is to provide our students with a state of the art technology and science lab.

We have enjoyed our building additions and are excited that construction and renovation of the car and bus loop began this past summer. We are looking forward to an exciting and challenging future at Baron DeKalb Elementary.

Debra Edwards, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.